

Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://dese.mo.gov/special-education/state-performance-plan>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile; however, most of the data are reported by the LEAs directly to the Department.

See the link below for the Special Education Profile Review Guide

<https://dese.mo.gov/media/pdf/missouri-state-profile-review-guide>

Questions? Please contact Special Education - Data Coordination at 573-751-7848 or speddata@dese.mo.gov.

SPP Targets and District Status					
SPP Indicator			State Data 2021-22		Target 2021-22
Early Childhood Special Education Data					
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)			26.0%	Met	≥ 25.0%
ECSE children in special education separate class, school or residential setting (SPP 6B)			45.2%	Not Met	≤ 40.0%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)			97.8%	Not Met	= 100.0%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	95.0%	Met	≥ 94.0%
		Summary Statement 2	28.7%	Not Met	≥ 32.0%
	Acquisition and use of knowledge and skills:	Summary Statement 1	95.8%	Met	≥ 95.5%
		Summary Statement 2	28.0%	Not Met	≥ 29.0%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	95.4%	Met	≥ 93.5%
		Summary Statement 2	36.4%	Not Met	≥ 39.0%
Child Count and Educational Environment Data					
Percent of children with IEPs inside regular class >79% of the day (SPP 5A)			56.6%	Not Met	≥ 57.6%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)			8.6%	Not Met	≤ 8.4%
Percent of children with IEPs served in separate settings (SPP 5C)			3.5%	Met	≤ 3.6%
Was district identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)			NA		
Assessment Data					
Participation rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11)			98.1%	Met	≥ 95.0%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10)			98.0%	Met	≥ 95.0%
Proficiency rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11)			13.7%	NA	≥ NA
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10)			11.7%	NA	≥ NA
Evaluation Data					
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11)			98.5%	Not Met	= 100.0%
Parent Survey Data					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)			73.1%	Met	≥ 73.0%
Suspension/Expulsion Data					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)			NA		
Was district identified as having significant discrepancies in suspension/expulsion rates by race/ethnicity? (SPP 4B)			NA		
Secondary Transition Data					
Graduation rate for students with disabilities			78.0%	NA	≥ NA
Dropout rate for students with disabilities			2.2%	NA	≤ NA
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)			86.1%	Not Met	= 100.0%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education		21.9%	Not Met	≥ 23.4%
	enrolled in higher education or competitively employed		52.8%	Not Met	≥ 55.4%
	total employed / continuing education		56.2%	Not Met	≥ 60.4%

Early Childhood Special Education (ECSE) Data**Early Childhood Special Education Child Count and Participation Rates**

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2019-20	2020-21	2021-22
Child Count	12,626	10,165	10,694

Source: District reported data via MOSIS Student Core (December cycle)

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments		2019-20		2020-21		2021-22	
		#	%	#	%	#	%
<i>In the regular early childhood program:</i>		6,784	53.7%	4,883	48.0%	5,142	48.1%
♦ 10+ hours with majority of sped services in	EC Program*	2,939	23.3%	2,203	21.7%	2,549	23.8%
	Other location	2,784	22.0%	1,933	19.0%	1,983	18.5%
♦ less than 10 hours with the majority of sped services in:	EC Program*	497	3.9%	321	3.2%	236	2.2%
	Other location	564	4.5%	426	4.2%	374	3.5%
Separate Class**		4,529	35.9%	4,116	40.5%	4,690	43.9%
Separate School**		187	1.5%	134	1.3%	144	1.3%
Residential Facility**		0	0.0%	0	0.0%	0	0.0%
Home		144	1.1%	290	2.9%	104	1.0%
Service Provider location		982	7.8%	742	7.3%	614	5.7%
Total Early Childhood		12,626	100.0%	10,165	100.0%	10,694	100.0%
Total attending and receiving majority of services in early childhood program* (SPP 6A)		3,436	27.2%	2,524	24.8%	2,785	26.0%
Total separate placement** (SPP 6B)		4,716	37.4%	4,250	41.8%	4,834	45.2%

Source: District reported data via MOSIS Student Core (December cycle) Percentage = Educational Environment / Total Educational Environment

*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

** Total separate includes children reported in Separate Class, Separate School and Residential Facility.

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Number referred and eligible	461	557	609	508	598
IEPs developed within acceptable timelines	456	556	606	497	585
Percent developed within acceptable timelines	98.9%	99.8%	99.5%	97.8%	97.8%

Note: Data are collected from districts in the year prior to Monitoring review

Early Childhood Outcome Data (SPP 7)

Districts are required to assess children's abilities when they begin and end receiving ECSE services. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2021-22 School Year	Outcomes:		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
	#	%	#	%	#	%
a. did not improve functioning	121	2.8%	111	2.6%	103	2.4%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	83	1.9%	64	1.5%	80	1.8%
c. improved functioning to a level nearer to same-age peers but did not reach	2,884	66.5%	2,945	68.0%	2,574	59.4%
d. improved functioning to reach a level comparable to same-aged peers	958	22.1%	1,094	25.2%	1,249	28.8%
e. maintained functioning at a level comparable to same-aged peers	288	6.6%	120	2.8%	328	7.6%
Total	4,334	100.0%	4,334	100.0%	4,334	100.0%
Summary Statements						
1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited		95.0%		95.8%		95.4%
2. Percent of children who were functioning within age expectations by the time they exited.		28.7%		28.0%		36.4%

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core (June cycle)

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2021-22
Intellectual Disability	8,252	30	0.96%
Emotional Disturbance	6,696	22	0.78%
Speech Impairment	12,677	876	1.47%
Language Impairment	9,386	127	1.09%
Orthopedic Impairment	359	8	0.04%
Visual Impairment	448	6	0.05%
Hearing Impairment	1,031	21	0.12%
Specific Learning Disabilities	30,844	474	3.57%
Other Health Impairment	26,546	370	3.08%
Deaf/Blindness	17	0	0.00%
Multiple Disabilities	1,276	12	0.15%
Autism	14,333	134	1.66%
Traumatic Brain Injury	372	2	0.04%
Young Child w/ Developmental Delay	2,928	37	0.34%
Total	115,165	2,119	13.34%

Source: District reported data via MOSIS Student Core (December cycle). Child Count data is as of December 1
Incidence rate = Total / K-12 district enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

Placement Categories	2019-20		2020-21		2021-22	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	68,917	57.4%	67,128	57.9%	65,237	56.6%
Inside Regular Class 40-79%	34,249	28.5%	32,890	28.4%	33,765	29.3%
Inside Regular Class <40% (SPP 5B)	10,040	8.4%	9,416	8.1%	9,902	8.6%
Private Separate (Day) Facility*	1,057	0.9%	1,004	0.9%	986	0.9%
Public Separate (Day) Facility*	1,671	1.4%	1,596	1.4%	1,484	1.3%
Homebound/Hospital*	750	0.6%	643	0.6%	769	0.7%
Private Residential Facility*	4	0.0%	3	0.0%	4	0.0%
Correctional Facility	134	0.1%	90	0.1%	83	0.1%
Parentally Placed Private School	2,432	2.0%	2,382	2.1%	2,119	1.8%
State Operated Separate School^	889	0.7%	862	0.7%	817	0.7%
Total School Age	120,143	100.0%	116,014	100.0%	115,166	100.0%
Total of Separate Placements* (SPP 5C)	4,371	3.6%	4,108	3.5%	4,060	3.5%

Source: District reported data via MOSIS Student Core (December cycle)

***Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

^This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories

School Year: 2021-22	White %	Black %	Hispanic %	Asian %	Am Indian%	Pacific%	Multi%	Total %
Total Enrollment (K-12)	69.1%	15.2%	7.6%	2.1%	0.4%	0.4%	5.1%	100.0%
Total IEP Child Count (3-21)	69.1%	17.4%	6.7%	1.1%	0.4%	0.2%	5.1%	100.0%
Intellectual Disability	61.0%	27.0%	6.2%	1.4%	0.3%	0.2%	4.0%	100.0%
Emotional Disturbance	63.4%	23.6%	5.1%	0.4%	0.2%	0.1%	7.1%	100.0%
Speech/Language Impairment	71.4%	14.4%	7.6%	1.3%	0.4%	0.2%	4.7%	100.0%
Specific Learning Disability	68.3%	17.7%	7.9%	0.4%	0.5%	0.2%	5.0%	100.0%
Other Health Impairment	72.5%	16.1%	4.8%	0.7%	0.5%	0.1%	5.3%	100.0%
Autism	68.8%	15.7%	6.7%	2.8%	0.4%	0.3%	5.3%	100.0%

Source: District reported data via MOSIS Student Core

Student Assessment Data**Missouri Assessment Program (IEP MAP and MAP-Alternate)**

The following table indicates statewide assessment results for students with disabilities

2019-20 testing requirements were waived due to COVID-19

Grade	Acct	Rept	Number Top Two	Part Rate	Percent Top Two	Acct	Rept	Number Top Two	Part Rate	Percent Top Two
2021-22 - IEP MAP and MAP-A										
	English Language Arts						Mathematics			
3	9,158	9,004	1,346	98.3%	14.9%	9,152	8,993	1,258	98.3%	14.0%
4	10,003	9,869	1,495	98.7%	15.1%	9,998	9,862	1,560	98.6%	15.8%
5	9,778	9,633	1,449	98.5%	15.0%	9,777	9,629	1,066	98.5%	11.1%
6	9,971	9,804	1,262	98.3%	12.9%	9,972	9,803	1,103	98.3%	11.3%
7	9,573	9,381	1,078	98.0%	11.5%	9,560	9,365	943	98.0%	10.1%
8	9,297	9,087	978	97.7%	10.8%	9,189	8,960	745	97.5%	8.3%
HS	7,939	7,679	1,218	96.7%	15.9%	8,212	7,947	877	96.8%	11.0%
3-5	28,939	28,506	4,290	98.5%	15.0%	28,927	28,484	3,884	98.5%	13.6%
6-8	28,841	28,272	3,318	98.0%	11.7%	28,721	28,128	2,791	97.9%	9.9%
All	65,719	64,457	8,826	98.1%	13.7%	65,860	64,559	7,552	98.0%	11.7%
2020-21 - IEP MAP and MAP-A										
	English Language Arts						Mathematics			
3	9,037	8,901	1,542	98.5%	17.3%	9,020	8,877	1,245	98.4%	14.0%
4	9,380	9,219	1,666	98.3%	18.1%	9,367	9,198	1,315	98.2%	14.3%
5	9,793	9,598	1,403	98.0%	17.5%	9,789	9,593	1,014	98.0%	10.6%
6	9,439	9,217	1,364	97.6%	16.3%	9,430	9,206	941	97.6%	10.2%
7	9,115	8,909	1,091	97.7%	13.2%	9,109	8,890	781	97.6%	8.8%
8	8,962	8,730	1,056	97.4%	13.6%	8,818	8,579	615	97.3%	7.2%
HS	8,523	8,227	1,213	96.5%	18.3%	8,990	8,581	679	95.5%	7.9%
3-5	28,210	27,718	4,611	98.3%	16.6%	28,176	27,668	3,574	98.2%	12.9%
6-8	27,516	26,856	3,511	97.6%	13.1%	27,357	26,675	2,337	97.5%	8.8%
All	64,249	62,801	9,335	97.7%	14.9%	64,523	62,924	6,590	97.5%	10.5%
2018-19 - IEP MAP and MAP-A										
	English Language Arts						Mathematics			
3	10,309	10,283	2,366	99.7%	23.0%	10,302	10,274	2,110	99.7%	20.5%
4	10,395	10,374	2,149	99.8%	20.7%	10,381	10,358	1,975	99.8%	19.1%
5	10,130	10,116	1,768	99.9%	17.5%	10,125	10,109	1,448	99.8%	14.3%
6	9,958	9,931	1,616	99.7%	16.3%	9,955	9,927	1,240	99.7%	12.5%
7	9,478	9,453	1,252	99.7%	13.2%	9,463	9,437	899	99.7%	9.5%
8	8,971	8,945	1,213	99.7%	13.6%	8,731	8,703	704	99.7%	8.1%
HS	7,745	7,589	1,390	98.0%	18.3%	7,925	7,745	1,003	97.7%	13.0%
3-5	30,834	30,773	6,283	99.8%	20.4%	30,808	30,741	5,533	99.8%	18.0%
6-8	28,407	28,329	4,081	99.7%	14.4%	28,149	28,067	2,843	99.7%	10.1%
All	66,986	66,691	11,754	99.6%	17.6%	66,882	66,553	9,379	99.5%	14.1%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: High school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Number evaluated	6,568	7,552	6,274	4,844	6,441
Number within acceptable timelines	6,508	7,477	6,222	4,768	6,347
Percent within acceptable timelines	99.1%	99.0%	99.2%	98.4%	98.5%

Note: Data collected from districts in year prior to monitoring review

Parent Survey Data (SPP 8)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Total Responses	5,546	6,067	5,304	5,810	7,193
Number Agree/Strongly Agree	4,127	4,588	4,070	4,271	5,256
% Agree/Strongly Agree	74.4%	75.6%	76.7%	73.5%	73.1%

Source: Special Education Parent Survey

Note: Data collected from districts in year prior to monitoring review

Suspension/Expulsion Data (SPP 4A / 4B)

School Year 2021-22	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
Student Counts					
OSS - All	13,117	10.4	39,559	5.1	2.03
OSS > 10 Days	2,597	2.1	6,601	0.9	2.41
ISS - All	15,115	12.0	57,116	7.4	1.62
ISS > 10 Days	1,214	1.0	3,320	0.4	2.24
Total OSS and ISS	22,118	17.6	79,439	10.3	1.71
Incident Counts					
OSS - All	26,504	21.1	65,035	8.4	2.50
OSS > 10 Days	2,729	2.2	6,875	0.9	2.44
American Indian	7	1.3	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group		1.46
Asian	7	0.5			0.53
Black	1,210	5.7			6.39
Hispanic	128	1.5			1.69
Multi Racial	171	2.6			2.97
Pacific Islander	2	0.8			0.90
White	1,204	1.4			1.55
ISS - All	34,768	27.6	114,853	14.9	1.86
ISS > 10 Days	1,226	1.0	3,357	0.4	2.24
Total OSS and ISS	61,272	48.7	179,888	23.3	2.09

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5K-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Note: The ratios for the racial/ethnic groups use the nondisabled OSS>10 days for all races as the comparison group

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data	2019-20	2020-21	2021-22
Number of students with disabilities who graduated	6,540	6,749	6,813

Graduation Cohort data/rates	4yr Rate	5yr Rate	6yr Rate	7yr Rate
2022 Cohort	2022	2023	2024	2025
Total Cohort Graduates	6,010			
Total Cohort	7,701			
Graduation Rate	78.04%	NA	NA	NA
2021 Cohort	2021	2022	2023	2024
Total Cohort Graduates	6,000	6,286		
Total Cohort	7,813	7,715		
Graduation Rate	76.80%	81.48%	NA	NA
2020 Cohort	2020	2021	2022	2023
Total Cohort Graduates	5,721	5,965	6,044	
Total Cohort	7,389	7,299	7,274	
Graduation Rate	77.43%	81.72%	83.09%	NA
2019 Cohort	2019	2020	2021	2022
Total Cohort Graduates	5,805	6,065	6132	6,182
Total Cohort	7,552	7,476	7447	7,437
Graduation Rate	76.87%	81.13%	82.34%	83.12%

Graduation rate = Number of IEP graduates in cohort / Total number of IEP students in cohort x 100

Dropout data - grades 9-12 only	2019-20	2020-21	2021-22
Total number of students with disabilities grades 9-12	39,228	39,999	40,826
Number of students with disabilities who dropped out 9-12	533	822	886
Dropout rate for students with disabilities grades 9-12	1.36%	2.06%	2.17%

Dropout rate = Number of IEP dropouts in Gr 9-12 / Total number of IEP students in Gr 9-12

Source: District reported data via MOSIS Student Core / Enrollment and Attendance

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2017-18	2018-19	2019-20	2020-21	2021-22
Total Reviewed	609	549	731	687	683
Number Met	575	514	653	609	588
Percent Met	94.42%	93.62%	89.33%	88.65%	86.09%

Note: Data collected from districts in year prior to monitoring review

Secondary Transition Data

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

<i>Follow-up reported during the 2021-22 School Year</i>	Graduates		Dropouts		Total	
	#	%	#	%	#	%
(1) 2 YR College (completed at least one term)	1,011	15.3%	3	0.4%	1,014	13.8%
(2) 4 YR College (completed at least one term)	594	9.0%	1	0.1%	595	8.1%
(3) Non College (completed at least one term)	135	2.0%	1	0.1%	136	1.8%
(4) Advance Training	35	0.5%	0	0.0%	35	0.5%
(5) Employed (Competitively) (at least 20 hrs per week for 90 days)	2,064	31.3%	97	12.7%	2,161	29.3%
(6) Employed (Not Competitively) (at least 20 hrs per week for 90 days)	74	1.1%	3	0.4%	77	1.0%
(7) National /Community Service / Peace Corps	1	0.0%	0	0.0%	1	0.0%
(8) Military	120	1.8%	0	0.0%	120	1.6%
(9) Other	662	10.0%	104	13.6%	766	10.4%
(10) Continuing Ed - did not complete one term	416	6.3%	9	1.2%	425	5.8%
(11) Employed - less 20 hrs per week or 90 days	732	11.1%	35	4.6%	767	10.4%
(12) Unknown	753	11.4%	513	67.0%	1,266	17.2%
(13) <i>Not Available</i>	74		0		74	
Total (excludes Not Available)	6,597	100.0%	766	100.0%	7,363	100.0%
A. Enrolled in higher education*	1,605	24.3%	4	0.5%	1,609	21.85%
B. Enrolled in higher education or competitively employed*	3,330	50.5%	101	13.2%	3,890	52.83%
C. Total Employed / continuing Education*	4,034	61.1%	105	13.7%	4,139	56.21%

*Summary Calculations

Source: District reported data via MOSIS February Follow-up

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (5) + (8)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6) + (7) + (8)]